



ARGO

SPECIAL

Vol. VIII, No. II

Boston Latin School

May 1978

by Duncan T. O'Brien

While at school for the first parent-teacher meeting in mid-November, a mother entered a girls' lav and found the conditions appalling. She immediately wrote letters to Kathleen Sullivan, then president of the School Committee, and to the Board of Health complaining of the

no corrective action had been taken by the School Department.

The inspector noted violations throughout the building and informed the Headmaster that the building could be closed if the Headmaster wished. However, Mr. Contompasis did not opt for this.

The following day plumb-

One Saturday shortly after the inspector's visit, the Headmaster was at the school when the exterminator was there. When Mr. Contompasis observed the exterminator, the cafeteria and several storerooms were being concentrated on. Permanent exterminating material was placed under the floorboards in one area of the basement,

gress being made in correcting violations in the lavs and elsewhere.

Further regarding the condition of the building, some of the recommendations made by Mr. Contompasis at a Unified Facilities Plan meeting held in January were that BLS have an additional gymnasium facility, that dead space in the

CONDENNED??

poor conditions in the lav.

Soon afterwards the chief inspector of the Board of Health paid a visit to the school to examine the girl's lav. In addition, the Headmaster gave him the "grand tour," as he put it, pointing out conditions about which he had previously complained but on which

ers and repairmen arrived at BLS. As a result of their work, you may have noticed that the lavs were thoroughly cleaned, the drains were unclogged, and wastebaskets, soap, and toilet paper were replaced in every lav.

Another of the violations concerned the cockroach and rodent problem.

the Headmaster said, and there has been no problem there since. Mr. Contompasis told the ARGO that he felt that in the future the exterminator should visit the school on a regular basis.

The health inspector returned to BLS several times to check on the pro-

building be converted to teachers' offices and student meeting rooms, that the library be expanded, that the heating system and lighting be brought up to standard (new lighting fixtures have recently been installed in the basement), that all windows be repaired,

The Class of 1978 will enter into the ranks of the Alumni on Sunday, June 11, 1978. For some the graduation will signify the end of their association with the school. For most the graduation procedures will simply be symbolic of their arduous efforts during the past years.

Graduation Day will be a day to reflect upon all those who have come and gone. It will be a time to remember those everyday events which made our days at Boston Latin, if not always fun, tolerable.

As we leave Boston Latin for the last time as students, let us vow to never forget what this school has done for us. It has given us a tremendous education at public expense and has prepared us well for what is to follow.

We have received from our school and from our teachers an education worthy of the most exclusive private high school. And we have received more. Boston Latin School has allowed us to meet and know people from many backgrounds. All have been treated equally. All have been given the same chances to succeed.

During our years at Boston Latin School, we have seen many changes. A Federal judge has forced the administration of the school to openly recruit minority students who would not have been allowed entrance into the school just a few years ago. But, in actuality, nothing has changed. The standards have remained the same. There have been no "social promotions." Those who are here are here because they deserve to be. Those students who will enter Boston Latin School in 1978 will be confronted with basically the same demanding curriculum which we who are leaving in 1978 had to face.

As we, the Class of 1978, prepare to graduate, thoughts of what we might have done differently abound in our minds. Think not of what might have been, but rather of what can be. Each of us has a lifetime ahead of us to do with it what we choose. Let us set our goals high and strive with all our might to achieve them. But as we strive let us remember not to wander from the path of morality, for we must live with ourselves. And finally, I would like to add a bit of personal philosophy in the form of an epitaph by Father Alfred Delp, "When through one man a little more love and goodness, a little more light and truth comes into the world, then that man's life has had meaning..."

Larry McCarthy

REMEDIAL READING

"A small point of interest is the fact that one of the leading schools in the country has a remedial reading program." This one sentence published in the November issue of the ARCO (Bits and Pieces, p. 5) caused a good deal of commotion which prompted the Headmaster to call it "yellow journalism." Such remarks have resulted in an investigation of the program. Yet, a small point of interest is the FACT that Room 035 has a sign that says "Reading Room" posted on the door. It is unfortunate that we have tagged on the word remedial. To set the record straight the title of the course is Reading and Study Skills.

To find out more the ARCO was granted an interview with Miss Joy Ann Johnston, a Reading Specialist, who is in charge of the program. Our first question involved our misnomer. Miss Johnston said the program "really is not a remedial reading course, in the sense of what a remedial reading course is by definition." If so, what is it? "It is a support and developmental program."

Remedial "generally refers to students reading below grade level." However, the reading levels of the students "are not as high as the levels of what is considered a typical Latin student." How so? "On the basis of a city-wide test every May" students are scored in stanines. The stanine ranges from 1 through 9, with 1-3 being below average, 4-6 average and 7-9 above average. A "typical Latin school student would be (in the) seventh, eighth, or ninth stanine. Some students (are in) the fifth stanine, (which is average), but for the kind of program that students are expected to function in, that kind of level could be a handicap." Do you have any students in the fourth stanine or below? "Not really, we have a few bilingual students, though very few. I want to stress this, it is not just test scores we look at, but the whole picture of the student's academic success. The student may be achieving in the classroom, getting "B"s because the student is really working. There is motivation."

Other than bilingual students are there any below the fourth stanine? "Not that I know of." Have you had them in the past years? "Going back to the very first year of desegregation, that was the academic year of '75-'76, the biggest factor was that there was not any standardized way that students were selected. It was

done...by recommendations from the elementary faculty and principals." So "there was a problem that first year. Last year I could notice a definite change in the academic performance and this year it was even more significant."

The students participating in the program receive no "watered down courses." All students maintain their regular work load while using study periods to develop

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"study skills in order to be more successful in the curriculum. We give them hints for locating answers; ways to organize study time, and approach a chapter assigned for homework. What is the student supposed to get out of it? what is read? what does it say?" Miss Johnston finds Latin derivatives help a great deal in vocabulary development.

"There is a great emphasis on reading in their subject areas and necessary study skills. This has been a problem for seventh graders coming into the school. It is not necessarily a new problem. I'd like to point this out, there are many

students in the tutoring program whom I never see. Their reading levels are up there, 7th, 8th, 9th stanine. If you're looking just at test scores you would say these students should have no problem functioning in the curriculum. However, the students are having many problems. It could be that a student is able to function on standardized tests, but not able to meet the expectations of the curriculum. We don't know why this happens."

In one respect we could consider ourselves lucky, because in "any other school a student would not receive any attention." But this is Boston Latin, an exam school. Remember that the problem was caused by an attempt to abolish the exam system. The attempt failed and recently Judge W. Arthur Garrity stated that he has no intention of eliminating the examination system determining which students are admitted to Boston Latin. Nonetheless the effects remain. Because of a wonderful "quota" system, some students are forced to remain when they would rather leave. It is probable that the court ordered the school to integrate these students.

This year another reading specialist, Deborah Cooper, was hired because now incoming Class IV students are offered the course.

Last year a speed reading course was instituted for juniors who scored below the national average of 430,

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(cont. from Page 2)

though the course is open to all juniors. The purpose is "to offer the best" and "the most opportunities." The program appears to be working as there was "a definite increase in scores." However, is it true they usually increase? "That's true, that

there usually is, but in some cases there was a definite correlation, there was the extra time spent. Speed reading is not just for test taking." It is "getting study loads finished, (and) having that extra time to read something the individual is interested in."

Battle of Haystack

by Paul Bachofner

As we started out that Sunday morning in March little did we know that an event would occur that would change the course of our lives forever.

Leaving the school with some ten people less than expected, we were soon on the highway headed for our destination. This we did not come upon so easily though as we got lost on the way.

Finally we reached Haystack and prepared for a full day of skiing. The ski conditions were good to excellent as we took our first runs down the slopes. When the day ended we had a pair of casualties, one was a broken ski compliments of John Caghey and the other

was the slight concussion of Mike Class. Other than that, we had a totally successful day on the slopes.

Then, however, when we returned to our bus we were attacked by a vicious mob of gay people from one of the other buses. This is where the Battle of Haystack began. Me and Davy, shoulder to shoulder and backs to the bus, snowballs to the left of us, snowballs to the right of us... Finally with the aid of reinforcements, we chased them back onto their bus. The battle was over, luckily none were dead, none were wounded. Finally we boarded our bus and headed home, with our illustrious victory under our belts.

(cont. from Page 1)

and that the interior of the building be painted.



On January 3 and 4, 1978 the following item appeared in the BLS Bulletin:

Classes I and II: Career Recruitment in Telecommunications Industry. Eligibility: Minority Student, junior or senior, (16-19 years of age), at least a "C" average. This is an afternoon program which will start in March and students will receive a stipend while observing and exploring management jobs in broadcasting. This is an exceptional opportunity for students who have an interest in off-the-air jobs in broadcasting-- and, more particularly, an interest in the business end of it. Interested students should see Mr. McCabe in Room 106 for further information, or sign the related check list. Action Programs attempt to guarantee equal result, not equal opportunity.

This program is sponsored by a religious group in New York (the United Church), in order to attract more minorities to the telecommunication field. Participating stations include WBZ radio, Channel 4, Channel 5, and PBS (Channel 2). (In essence, this is one more Affirmative Action Program many of which are now sponsored by the Federal Government or your tax dollars). The guidelines set for this program are quite explicit in excluding potential applicants on the basis of color. This violates the 14th Amendment and the 1964 Civil Rights Act - which were designed for all people, not specifically for minorities. Under the Constitution we are guaranteed equal opportunity; however, such Affirmative

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YOUTH UNEMPLOYMENT

Although not the usual policy of the ARGO, we feel that it is in the best interests of the citizens of the Commonwealth to endorse Boston City Council President Lawrence S. DiCara in his bid for the Democratic Nomination for State Treasurer.

Councillor DiCara, President of the Class of 1967 at B.L.S., has demonstrated leadership and civic responsibility during his 6 years in public office.

Well versed in all of the duties of the State Treasurer's office, DiCara is well qualified, having received a bachelor's degree from Harvard, a law degree from Suffolk, and a graduate degree from the Kennedy School of Government.

The theme of DiCara's campaign seems certainly apt, "Larry DiCara will be a better State Treasurer."

Y.E.S. means "Youth Entitlement System. And that means, as long as you are eligible and willing to stay in school or return to school if you've dropped out, you're entitled to a job. Part time during the school year, full time in summer," yet for many Y.E.S. means no, because not all of Boston is being aided. The city was awarded \$23 million from the Department of Labor for Project Y.E.S., however, certain areas of Boston are excluded. These areas are Brighton, East Boston, Jamaica Plain, Roslindale, lower Roxbury, and West Roxbury. Financial guidelines for a family of four must not exceed \$5,850, and only 32% of the first enrollees are white. These figures would probably conflict with those areas excluded.

Some city officials and citizens have spoken out against this, charging that

the need for jobs is as great, or greater, than those areas serviced. Y.E.S. responded by saying that "this project is as great a benefit to the city as possible." However, even those who are to be helped are unhappy. Dropouts have complained that they have not had the opportunity to apply since they no longer go to school. (Recall for a moment the action taken by the courts regarding those parents who refused to send their children to school because of busing. Now a grant is used to lure students back to school, while keeping others in.)

These people though have a few choices. The requirements are clarified: "If you're not in school and haven't graduated, you must get back into a program which leads to a diploma or its equivalent. You can go back to school or you can choose from alternative programs." Alternative programs have never and will never be a successful substitute for a proper education, and furthermore, school is not a job placement center, nor should it ever be one. School is where you learn to teach yourself.

A survey of seniors at Latin was conducted on behalf of the Commonwealth of Massachusetts Department of Education. It asked the five questions listed below. Beneath each question is a percentage of the answers given.

1. Have you had difficulty getting a job either after school or during the summer?

NO	YES
51%	49%

2. How would you characterize your efforts to find a job?

intensive.....	35%
casual.....	49%

3. What type of jobs do you believe Federally funded programs such as CETA should find or create?

neighborhood improvement....	53%
urban revitalization....	12%
miscellaneous....	11%

4. Do you believe that Boston jobs should be given to the youths of Boston?

NO	YES
5%	95%

5. What system do you believe should be used in determining who should receive Federally funded jobs?

lottery.....	30%
need.....	33%
qualification...	14%
first come,	
first serve.....	9%

Students were asked to comment and their responses were informative and sometimes startling. It is interesting to note the breakdown on question 2. For those who answered NO to the first question, 73% said their effort was casual, while for those who answered YES to the first question, 57% said their effort was intensive.

"Casual, a friend employed me," and "casual, my next door neighbor gave me a job" came from those who did not have difficulty getting a job. Some startling answers appeared like: "Each time I have worked I have barely had to look at all. Employers asked me to work." and "jobs have usually been offered to me before I need them."

Others were not so lucky, "I applied to every store within a 2 mile radius of my neighborhood." Some seemed disheartened, "I was looking intensively for a long while, but since I don't have the time and my efforts produced nothing, I haven't lately." and possibly an unrealized understatement "I find it hard to work and study sometimes."

Question 4 baffled a few people. A sample of responses: "Yes, it will give them a chance to know what responsibility is," "Yes, I don't believe anyone should be exempted," and a humorous "Obviously, they should be given to the youth of Moscow to encourage détente." Now for the correct response, "Yes, definitely. If Boston is putting out the money, then Boston kids should get the jobs. Boston citizens must pay the taxes, so Boston citizens should get the jobs."

Note: in regards to question five, an off the board answer of "first come, first serve" received a surprising nine percent.

N.H.S.

by John Hawkins

The National Honor Society is an almost recognizable mutation of its intended form.

The Boston Latin School Catalogue describes the purpose of the Society as being "to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character." Moderate success has been attained in only the first of these goals.

Why has the N.H.S. fallen short in the other areas? There are two main reasons.

First, the qualities of leadership, service, and character, are seldom used as criteria for membership. Usually, any student with a class rank below the cutoff point is admitted. The few exceptions to the rule have occurred mainly when teachers have submitted unfavorable recommendations for disciplinary reasons.

Second, there is no

quality control mechanism in the Society. Once students have been admitted, they can rest on their laurels. There is little incentive for the maintenance of scholarship, the groups main requirement for membership. Furthermore, the N.H.S. offers no motivation whatsoever, before or after admittance, for the development of service, leadership, or character.

How can the National Honor Society fulfill the purpose for which it was originally founded? Most importantly, there must be a more comprehensive admission process, to ensure that those students admitted possess all the four qualities outlined above. Secondly, a review board is needed to periodically examine the membership and unseat those who have not maintained the Society's level of excellence.

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Quality Control

Recently we've noticed some negativism regarding Boston Latin School among a small segment of the seniors. A few have stated that in June they will end their association with the school and that they don't care what happens to BLS once they've departed.

These pessimists believe that the "quality of education" is declining. It's obvious that they don't have siblings in the lower classes or they would realize that the curriculum hasn't changed and that the workload is as heavy as it was when they were lower-classmen.

Though it is most probable that some students being admitted to BLS lack the ability to do Latin School work, the negativists are apparently unaware that there are no "social promotions" and that, as in the past, many of those unable to cope with the Latin School curriculum leave the school.

At the March 15 meeting dealing with the topic "Is Latin School What It Used To Be?" it was pointed out that the average SAT and Achievement scores of BLS students continue to be higher than any of the suburban public high schools, that the AP exam results are ex-

cellent, and the record of admissions to college is still an enviable one.

While we don't approve of the desegregation plan as it affects Latin School, we feel that the school can continue to maintain the reputation of graduating well-educated students of all racial backgrounds as long as it can continue to attract the most able candidates for admission.

We're all for honest criticism, but negative criticism with no basis in fact does nothing to enhance the reputation of the school or to attract high-caliber students.

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ON FILE

Overcrowding...Overcrowded classrooms have been a problem for the school system for a long time, yet this year at Latin more violations have occurred. Although the Boston school population has dropped from 95,000 to 65,000, the problem still exists. The Boston Teachers Union is contracted to teach a maximum of 30 students per class in high school and 26 in elementary schools. Yet in October there were 105 classes out of 500 that were overcrowded! Fortunately, that number has dropped to just under 70. The overcrowded classes range from 31 to 37, though most are only one or two people over. The reasons involve budget and that many transfers are not approved. Classrooms are available however it is not a program error. Latin school could use more English teachers, as 24 classes are over 30, and another modern language teacher. It has picked up one math teacher.

Proliferation...Elective sheets are an important phase in a students and administrative programming, however new courses create havoc for our programmers. Last year some juniors signed up for an Economics course yet these students were placed in a course that they did not choose, in many cases Latin. The reason was that a magic number of 20 is needed to start a new course. The students who were earnest

about the Economics course managed to have 20 seniors sign up. They now have the class three times a week during the 5th period. Because of this, the class scheduled was dropped. This problem can be avoided by concentrating on these new classes first to determine whether or not they are feasible. This will alleviate the frustrations on both sides.

In some cases an unfair blame is placed on programming. The system is a complex process that is dealt with serious consideration. Languages, sciences, and AP's are special problems. Students sometimes elect two modern languages and the crossover is great, yet all students are tried to be pleased. Lab periods with the extra block are also a problem. However, the thought of maximizing the number of AP's a student may take is a step backwards. If anything, more of these courses should be offered.

Italian has been requested as a new language next fall and this is a perfect example of programming blocks and the need for more teachers. Fortunately many of our language teachers know more than two languages and Spanish was rather easily accommodated. The transition to Italian may not be so easy.

A language lab aide was hired with the Chapter 636 money, and he has proved to

be a necessary addition. Mr. Scott is at the school Tuesday, Wednesday, and Thursday, yet Mr. Donovan said he would like him to be here five days a week.

In all the talk about new courses, Contemporary Issues, which had two classes last year and was offered for four or five years, has been dropped. It originally replaced Civics in Class I, though Civics has been moved back to Class IV, and Modern European is the elective in the senior year.

More Chapter 636...More videotape equipment has been purchased to help in the desegregation process, though there is still no room to hold a class. Mr. Flynn has proposed renovating some of the dead space on the corners that surround the lavatories. Such a proposal is sound because many of the lavs are locked and renovations are cheaper than construction of new classrooms.

Summer Enrichment Program...is regarded by Mr. Contompasis as the single most important activity funded by the Chapter 636 monies. This orientation for the entering students must be doing one helluva job.

25% vs 40%...A proposal was brought before the faculty senate that would lower the percentage on the maximum number of days a student could be absent before failing all courses. The proposal was intended to be put

into effect the third marking period, that would lower the percentage from 40 to 25. For reasons unknown it was not used. If it had been the results might have been disastrous because of the short term with only 28 days. Seven days instead of eleven could have spelled doom for students. Just because it was not used this year does not mean it won't be used next year. Speak to your student council now to voice your opinion.

Competency Exams...Last June, final exams were administered in an incoherent manner, some teachers fulfilled the requirement by giving a normal test with an equal weight of previous tests, while others had the test cover the entire year and worth a third of the term. Those same exams will be back with us this year, though they may be just a primer for competence testing. "Proponents of competency-based education argue that it is a way of ensuring students learn as well as a guideline for teachers to use in formulating curriculum. Others feel that such a program should not be introduced in the schools without careful study and extensive input from parents and students." (Boston Evening GLOBE, February 6th, Viola Osgood.) The three R's now read: repression, regression, and regimentation.

SENIORITIS

This year's outbreak of senioritis has claimed one life. The listless and vitiated body of Mike O'Brien was found in his homeroom on Friday afternoon. We would like to take this time to offer our heartfelt condolences to the O'Brien family.

Officials are certain that the cause of death was senioritis. However, an autopsy has been ordered.

Officials stated that Mr. O'Brien's muscle tissue had already begun to degenerate, and that a dreamlike expression was transfixed upon his eyes.

He was said to have complained of boredom, fatigue, apathy and listlessness, on Friday morning. (There being typical symptoms, however, were not duly noted). By lunch, however, it has been said that Mr. O'Brien was in a "semi-comatose" state, and by the end of his extended R-7 English class he had taken on a "ghost-like" and "death warmed over" appearance.

Then Mr. O'Brien was not seen until he was found by the custodian.

The finding of Mr. O'Brien's body has led many seniors to ask how dangerous senioritis actually is. Many seniors have been checked by family physicians to see how badly they have been affected. It has been reported that approximately 85% of the senior class and 20% of the junior class have confirmed cases of senioritis, this is a total of at least 250 pupils of Class I and Class II who have been seriously affected.

The concern among seniors and faculty (one faculty member has actually encouraged a pupil to "go to sleep" in order not to slip into a senioritis trance) has prompted the ARGO to contact Dr. Gerry Attricks, M.D., a noted expert on, and survivor of six senioritis plagues.

In an interview with the ARGO, Dr. Attricks alluded to many statistics and facts. He stated that the national

average for the percentage of a senior class affected by senioritis is 99-14/100%; and that BLS should be proud of the fact that only 87% of the senior class has been affected. Dr. Attricks, however, was very dismayed at the death of Mr. O'Brien. Dr. Attricks expressed his deepest sympathies to his mother and stated that he was sorry that Mike had to be the first student to contract the fatal chronic senioritis.

Mrs. O'Brien said that she knew it was coming because of her son's total lack of feeling, his apathy toward school, and even less interest in homework. She noted that Mike was interested only in a few things; such as, girls, food and television. Frequent trips to the family physician to solve this problem, resulted in no action by the family physician because he believed there is no cure. A suit is pending.

Dr. Attricks, however,

believes that he has found the panacea. He has noted that in 95% of all test cases students have shown marked improvements near the ides of May and on receiving an orange card. Dr. Attricks will examine the affect of these two stimuli this year, so that he may further his research. We would like to thank Dr. Attricks for spending his time with us, so that we could shed some light on this subject.

We would also like to express again our deepest regrets and condolences to the O'Brien family. Ed. note:

Dr. Attricks has informed us that he and his brother, Dr. Pete E. Attrick have decided to form the Mike O'Brien Institute for Senioritis Research. Any and all donations should be sent to:

Dr. G. Attricks
or

Dr. P. E. Attricks
P. O. Box 242
Boston, MA 02124



Financial Report

For a further investigation of the Activity fund, the ARGO saw Mr. Haberstroh concerning the amount of money collected, where it was going, and other related matters. Mr. Haberstroh told us he had no idea of how much money was collected because there had never been a meeting, nor did he know that there would ever be one. Mr. Haberstroh said he was appointed to the committee and was awaiting further instructions.

The ARGO next saw Mr. Colbert. He told us that he only acted as a runner depositing the money in an account. He sent us to Mr. Krutter, who keeps all the records. However, Mr. Krutter was unable to help us because instructions were that if any questions arose concerning the book they were to be directed to the Headmaster.

That day, Mr. Contompasis deemed it worthy enough to see us, before we saw him, to answer our questions. He said that \$1000 had been collected,

though it may not be spent this year.

This year's football program was a joint effort by Latin and English, with English's business partner John Hancock Mutual Life Insurance Co. doing the printing for free. However, because of this ads and sales are prohibited. For Latin this meant no funds for sports equipment. Is this an adequate trade off?

Did you know that the student council still has prizes for a raffle that was never held?

Some teams that compete for the school receive money. The Math Team is one that receives \$300, though

it only started two years ago and for ten years there was no pay. The money pays for league fees and transportation for its players to the meets. The money is taxed until there is nothing left. The ARGO wishes to

commend Mr. Salvucci and Mr. Duranto for good management; we hope that the money does not get cut or stopped.

Breach of Promise: Tutors had been promised a \$3 rate per session, yet they are paid \$2.50 per session. What inflation!



A complaint reached the ARGO concerning the political overtones of the space paid for by City Councillor Larry DiCara. Councillor DiCara took out the ad as support for the school. It clearly stated his association with the school, being the President of the Class of '67. Councillor DiCara also knew that the selling date would be after the elections. The ARGO thanks the City Councillor for his support and congratulates him on being elected President of the City Council.

RADICALISM

Radicalism has manifested itself with alarmingly-increasing frequency over the past several years. Inevitably, I suppose, radicalism has manifested itself at Boston Latin School not too long ago. The offspring of this radicalism was the formation of a new school newspaper by students who felt that the present school newspaper, the *Argo*, did not provide the interesting and informative articles that a school newspaper should. It is the opinion of this writer (as well as many other students) that these people are incorrect. Even so, the idea of starting a new newspaper simply to voice another opinion is totally out of keeping with the general spirit of "one for all, all for one" at the Latin School. Moreover, it is as drastic as cutting off someone's head to cure his headache. In fact, it parallels open rebellion against a government to change a law.

New Wave

by Dick King

In writing this article, I would like to clear up one common misconception concerning the terms "new wave" and "punk rock." When a lot of people hear the term new wave, they immediately think of punk rock, which brings to mind the Sex Pistols, a band of minimum talent and maximum rudeness. This is an injustice to many "new wave" artists, because for many people "punk rock" has many derogatory connotations and deservedly so. However, new wave, although it does encompass many punk bands, also includes people from diverse musical backgrounds. The labeling of these new wave performers as punks has hurt.

Another misconception a lot of people have is that punk rock is a form of music having certain characteris-

tics common to other music of the genre. However, this is not true. Punk rock includes many different types of music, from the 1960's beach music of the band Blondie to the raunch and roll of the Sex Pistols. Punk is a style characteristic of the people who play the music, but not the music itself. I believe the popularity of punk rock will soon fade because it stems from its novelty.

Many critics label punk as a protest against disco and the orchestral rock of such bands as Emerson, Lake & Palmer, yes, and Pink Floyd, all of whom I happen to like. Many claim it is a return to the earlier days of rock'n'roll, when songs were shorter, technically less involved, and more driving. This can be achieved without the dis-

gusting antics of many punk bands. Case in point: Elvis Costello. Elvis Costello is one of the few new wave artists to raise himself above the level of punk most often associated with "new wave" artists. His first album, My Aim Is True, on Columbia, recently reached number 38 in the country, the highest mark achieved by a new wave artist up to this point. Elvis is strange, with his horn-rimmed glasses, short hair, and straight legged, tight dungarees, but he is no punk. He is very business like at personal appearances (one of which was at the Paradise, and one on Saturday Night Live, which certainly didn't hurt), and he just plays his music, which is good. Some of the better cuts from the album include the title track, My Aim Is True, which has received good air play, Welcome to the Working Week, and The Angels want to wear my red shoes. There are really no weaknesses audible in the album, and it is a return to shorter, simpler rock and roll. But without the depravity of punk, and that's what makes Elvis Costello. He's good and

he's clean.

SEXISM

by Eileen Barrett

Recently, all girls were instructed to report to the auditorium during their gym classes. They were met by a representative from the Burdett Secretarial School who discussed the merits of attending such a school. What we girls experienced was an insult to our intelligence and an embarrassment to hers. She attempted to be everyone's best friend, but her movements were so mechanical and well practiced that she was more a robot than a human being. Instead of informing us about her school, we were lectured on self-confidence, poise, cleanliness, and the importance of that "first job interview." She stressed that a girl's appearance should be foremost in her mind, no matter what the occasion. That is nothing, but the voice of ignorance. There is nothing wrong with looking nice, but there is more to life than a pocket mirror.



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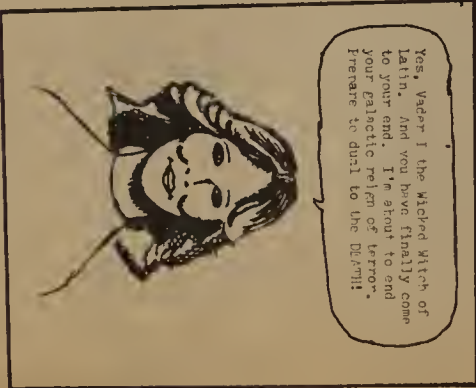
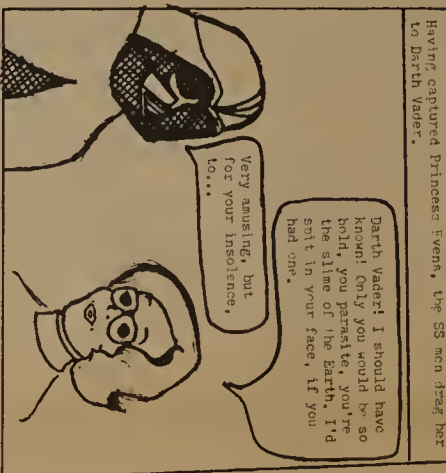
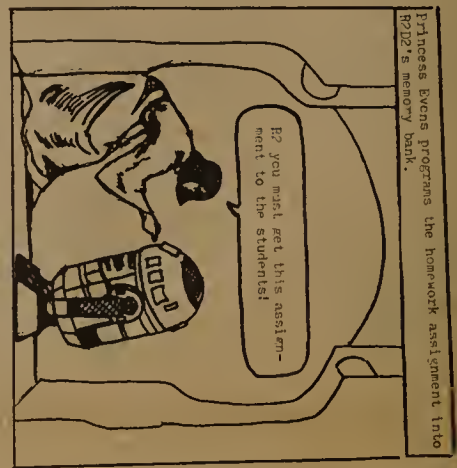
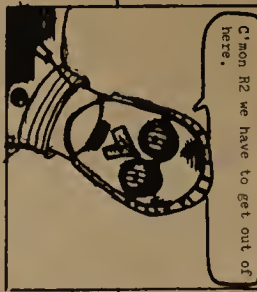


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BORED OF EDUCATION

Did you remember to send Valentines to your favorite administrative and faculty members?



Have you found yourself gazing in a trance out your classroom window at snowflakes on a long bleak cold winter day? Well, don't worry; pretty soon that time for getting sent home or suspended for wearing shorts and sleeveless, see-through shirts will be rolling around.



Questions to ponder during History class or English for that matter:

Are all you Juniors with Bio having fun dismembering your poor little innocent fetal pigs?

Did you know that the slavic word for ritual slaughter is "Resnick."

Did you know the tax on a 25' boat is \$500.

Where are this years speakers to parallel last years interesting Jacques Coustea and enwaptuwing Bawney Fwank?

As you probably know, this year's senior prom will transpire at the Chateau deVille in Randolph on May 23. Since this hallowed event means a lot to much of the senior class, it is good to know that all the members of the Prom Committee worked so hard to find a good band for the occasion...



It seems the Gods have been extremely angered by the implementation of the independent study program. If you remember, the first day of implementation, January 9, consisted of a blackout and subsequent dismissal. On the 13th there occurred an early dismissal because of a snow storm. The February vacation turned out to be a whole month long. Is this a sign that "Flex" is no longer flexible?



Have you paid for the AP exams, class dues, Activity Fund...and everything else incorporated in free public education?

It has been reported that several seniors and also juniors are still wearing their rings upside down. Could it be that they still do not know or care which way the rings should be worn?

This year's most popular song at BLS was voted to be White Christmas. Unfortunately it was heard very little during the joyous Christmas season for fear of inciting riots.



Whether or not you have noticed, this is the first year in which those people with two X chromosomes have been intermingled with those who have one X and one Y chromosome during gym periods.



There has been confusion concerning the acquisition of caps and gowns for graduation. There is really no reason to have them. Only if we get the air-conditioned kind will we consent to wear them.

As a friendly warning, use all possible restraint in socializing while visiting Concord, New Hampshire.



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GIRLS' VOLLEYBALL

by Frank Degiacomo

Amidst the success of Latin's football team with its famed "Crunch Bunch" defense, the immense success of one of Latin school's teams has gone relatively unnoticed. The team I am writing about is the girls' volleyball team.

This team finished the season with a record of fifteen wins and one loss in a tough schedule which had the girls playing two of the toughest teams in the state, English and Girls' Latin, twice each. Throughout this grinding schedule, which included two hours of practice every day after school, this team showed not only togetherness and teamwork, but also tremendous spirit and desire to win. For example, the team was losing 14-8 to English with English serving match point. The team remained unshaken, rallied itself, and eventually won, 16-14. This is only one of the many examples of the teams' determination and spirit.

The team won its qualifying round of the playoffs and advanced to the state volleyball championships. The team played with its usual determination and finished fifth in the state. This remarkable achievement is even more remarkable when one thinks about the handi-

caps placed on the BIS team: the team had virtually no new equipment (this writer was stunned when he saw the virtually brand-new facilities for the state championships at Waltham High) and only girls played on the team (under some law, Amherst High was permitted to have two boys on its team. However, that point will not be discussed in this article). In any case, the remaining teams seemed to be comprised of a combination of Amazons and Sweatogs, in that order. Throughout it all, however, Latin's volleyball team retained its poise, character, and spirit.

The girls volleyball team's achievements should be recognized. Its outstanding performance should be a source of pride to the whole of Latin School as well as to the girls on the team. I know that these few paragraphs do not do justice to the teams' outstanding achievements, but I felt that the remarkable work of these girls merited some praise. To this writer, this team truly personified the most outstanding qualities of Boston Latin School: teamwork, dedication, and spirit. Congratulations girls; hopefully you will receive the praise you so richly deserve.

BASEBALL

First, a simple trivia question to test your baseball knowledge: What player ruined Jim Lonborg's bid for a no-hitter in Game Two of the 1967 World Series? Answer later.

by Jeff Peters

The Boston Latin Baseball team is off to a fine start in its quest for the City Championship. After an opening-game loss to Revere in a non-league encounter, the Wolfpack has bounced back for five straight victories. This 5-0 city-league record leaves Latin tied with Boston Tech for the league's lead.

Latin's opener against Revere is something to be forgotten. Shoddy fielding, bad pitching and a consistent lack of hitting spelled out a 12-2 victory for Revere. Though Latin has rebounded from this discouraging start to take five in a row. South Boston was first on the list. Led by Sophomore Bill O'Leary's pitching, Latin beat Southie, 11-0. Madison Park was next, and again O'Leary was the deciding factor. With Madison Park leading 3-0, Latin came back to the

game in the seventh inning. An eight-inning double by captain Steve Allegro won it. O'Leary relieved starter Steve O'Grady and pitched three innings of scoreless ball.

Steve O'Grady earned his first win in a 22-1 laughter over Dorchester. P. J. King also pitched well. Against West Roxbury, Latin had a little more trouble. Trailing 4-0, Latin scored three times in the fifth inning and once in the seventh to tie it, 4-4. The dogfight continued until the eleventh inning when Latin scored four times led by a Jeff Peters' single and a double by winning pitcher Billy O'Leary. O'Leary had relieved Steve Slade in the fifth and pitched six and 2/3 innings of no-hit ball. English was the next victim, falling 11-2. Tim Whall and Bob Bickford had three hits, and Bill Collins pitched well for the victory. Billy O'Leary earned Star-of-the-Week honors in the Herald American. O'Leary has not yet given up an earned run, and his record is 3-0.

The answer to the trivia question? Why, the immortal Julian Javier, of course.

CITY CHAMPS

by Mike Ohmstede

The '77-'78 hockey season will be well remembered, for the team captured their first City Championship since the playoff format was started ten years ago.

The team opened the season with a hard fought game against BC High, managing to come from behind and salvage a tie in the period shortened jamboree. Latin came out flying as

they rolled over their next five opponents, outscoring them by a four to one margin. However, they ran into Charlestown, who were also undefeated, and falling quickly behind they went halfway through the third period trailing 3 to 1. Though fighting back desperately with two goals in the closing minutes, they fell just short, 4 to 3.

The team suffered a mental let down after that contest and were tied by English, but got back on the track by easily defeating their next three opponents. The Blizzard of '78 prevented the team from skating for more than a week, and taking to the ice against Charlestown they turned in a terrible performance, losing 5 to 0. However, the game was not a total loss

for the team had revenge on their minds in their soon to come playoff contest. The team took their revenge by drubbing Dorchester, arch-rival English, and West Roxbury in the regular season finale.

The City Championship game against Charlestown was played in the antiquated but renovated Boston Arena. The Wolfpack came out howling taking an early lead with a score by Ed Sheehy. Yet, Charlestown had captured the lead 2 to 1 by the end of the first period. Latin retaliated in the second period with Bird Powers, Mike Koffman, and John Whalen all denting the 'townies. A bit of larceny on the part of senior netminder Mike Ohmstede, and goals by John Whalen and Bird Powers, Latin continued to sacrifice Charlestown.

Coach Coleman will undoubtedly miss many of his starters, however, the returning lettermen do not diminish his hopes for another Championship.



2 Minutes... SLASHING

SCOREBOARD



Softball

Starting lineup

Andrea, N.	2b
Bloom, D.	cf
Bonica, J.	c
Dorgan, D.	1b
Stanton, P.	ss
Bloom, E.	p
Casey, K.	lf
Conley, K.	3b
Quigley, M.	rf



Tennis

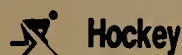
Singles

Carmichael, P.
Hardenbergh, C.
Kass-Elias, F.
Magier, H.
O'Neill, M.
Yuen, K.

Doubles

Bradley, J.
Chin, S.

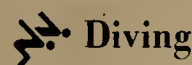
Class, M.
Dold, J.
Dold, M.
Hyrniewicz, H.
Lenz, K.
Mahan, P.
Shea, D.
Shupe, L.
Wilson, J.
White, R.



Hockey

Player	Gls	Assts	Pts
Whalen	19	15	34
Darragh	12	16	28
Powers	15	12	27
Koffman	7	13	20
Sullivan	6	10	16
Sheehy	5	10	15
McCarthy	4	8	12
Bickford	1	10	11
Connolly	6	5	11
Fahey	5	6	11
Hanlon	5	6	11
McDougall	1	7	8
Slade	4	2	6

Dwan	1	5	6
Daley	4	2	6
Linehan	1	2	3
Bowers	0	3	3
VonKoskell	2	1	3
Treanor	0	2	2
Goalie	GA	ave.	
Brolin	12	2.19	
McDonough	16	2.66	
Ohmstede	12	3.00	



Diving

Top four divers with greatest score at one meet.

1. Earls, K	191
2. Fleming	135
3. Boone	116
4. Cleary	74



Swimming

Top four swimmers with best time during the season.

100 meter freestyle	1. Tully	2:31.2
	2. Shaughnessey	2:31.7
	3. O'Neill	2:36.8
	4. Fleming	2:43.1
50 meter freestyle	1. Kelly	24.6
	2. Melvin	27.2
	3. Cody	27.3
	4. Walsh	29.8
100 meter butterfly	1. Tully	1:09.0
	2. Burke	1:13.5
	3. O'Callahan	1:25.4
	4. Tomasini	1:36.1
100 meter backstroke	1. Fleming	1:11.4
	2. Melvin	1:12.4
	3. Walsh	1:12.6
	4. Burke	1:17.0
100 meter breast-stroke	1. O'Neill	1:13.2
	2. Shaughnessey	1:13.5
	3. Boone	1:17.2
	4. Earls, K	1:21.8
200 meter freestyle	1. Earls, J.	2:16.1
	2. Horan	2:18.2
	3. Fleming	2:24.6
	4. Ward	2:39.2
200 meter individual medley		



Baseball

Starting lineup

Steve Slade	cf	.316
Tim Whall	1b	.281
Jeff Peters	3b	.321
Billy O'Leary	2b	.526
Bob Bickford	dh	.417
Mike Calvin	rf	.414
Terry Mulvey	lf	.200
Mike Koffman	ss	.318
Steve Allegro	c	.417

SOFTBALL

(cont. from Page 12)

venise is a good athlete with experience. First base will be solid this year. Second Base - Nancy Andrea (Class V) One of the two fivesies on this team, Nancy shows great range and ability. She should be the second-base person for the next few years. Third Base - Kathie Conley (Class IV) Kathy is a slick fielder with a smooth swing. Her natural ability makes the "hot corner" one less worry for Coach Morse.

Shortstop - Patty Stanton (Class I) The veteran and only senior of this year's team, Patty will be the mainstay of the infield with her experience and talent. Patty feels that "teamwork is the key to success. If we work together as a team this year, we'll win a lot of games."

Left Field - Kathy Casey (Class III) Kathy appears to be a perfect left fielder; she has a knack of knowing where the ball is going to go, better known as instinct. A good hitter with an even swing, she'll be an important part of the team.

Center Field - Dina Bloom (Class V) This fivesie sensation will be the backbone of the outfield

with her good range and throwing arm. She is a line-drive hitter with surprising power and she has not yet reached her full potential. The center-field position seems set for years to come.

Right Field - Mary Quigley (Class III) Mary is a fine player who is only satisfied with her best effort. She rounds out a very strong outfield.

The Reserves - Jeanne Russell (Class III), Mary Gardiner (Class II), Anne Marie Josoma (Class IV), Julie Getchell (Class III), Betty Guerin (Class III), and Carol Donovan (Class IV).

It seems that the girls' softball will be a contender this year. At a recent practice, this writer noticed a friendly and intense mood, the type of mood that surrounds a winner. In fact, I was so impressed with the team as a whole, I'll even make a prediction: this team will be a winner.

A rebuilding year? Perhaps. But, despite its youth and inexperience, this team could be a champion; this team has tremendous raw talent and desire to win. Remember, raw talent and desire carried the Red Sox to the '75 pennant.

Flynn at B.L.S

by Mike O'Neill

Mr. William Flynn, Athletic Director of Boston College, addressed the members of the professional club on "A Career As An Athletic Director." Mr. Flynn, is a graduate of Boston English and Boston College, and was considered a very talented athlete at both schools. First, he talked about the great rivalry between English and Latin, then he went on to speak about college athletics. He explained the different jobs of the Director, and those under him. He mentioned how several

colleges now offer courses in "Athletic Administration." Mr. Flynn's best advice to anyone interested in such a career was serious consideration, "for men there are not that many opportunities, however, for women there are tremendous opportunities," and he strongly recommends that any woman interested in this field should go into it.

He concluded the talk by fielding questions, then closed by saying that he feels that athletes are always getting better, and athletics will remain a great part of life.

SWIM TEAM

by Mike O'Neill

For the eighth year in a row the BLS swim team captured the city championship. Led by senior tri-captains Kevin Earls, Michael O'Neill and Bernie Tully, the team topped off a 8-1 season with an outstanding performance in the city's. Though undefeated in the city league, the winning record was marred only by a close defeat to Catholic Memorial just after Christmas vacation.

(cont. from Page 12)

mistic about this season and hopes to fare well in our new City League. The league has two divisions based on school population. We're in the first division which means the competition will be tough. Among the teams in the league, West Roxbury will be the toughest according to Mr. Slattery.

The home courts are located at Leverett Circle along the Charles River. The team would appreciate an audience, so if you happen to be in the area or just want to see some well-played aggressive tennis, take the time to support your team.

GIRLS' SOFTBALL

by Frank Degiacomo

One of Latin's fine athletic teams is underway in its new season. For the girl's softball team, the prospects of a winning season are excellent.

At first glance, you may not agree. This team has only one senior, and has two fivesies in the starting line-up. "How then," you say, "can a team so young and inexperienced even think of having a winning season?" The answer is, easily. This team is not only talented, but also has that quality that all great teams have: an intense desire to win.

The coach of this team is Mrs. Jean Morse, a familiar face around BLS for the past several years as a phys. ed. instructor. Coach Morse realizes she has tremendous talent on this team, but she feels that it will take sometime for the team to reach its full

potential. "We have a good, young team this year, but I feel that this is more of a rebuilding year," she said.

"After all, we lost three starters to graduation. Also, the competition will be tougher this year, since we have been moved into a higher division. But, I'm sure that the girls will do their best."

Here's the way the starting line-up will look: Pitcher - Ellen Bloom (Class III) Ellen is a very competitive player, and a solid hitter. She possesses tremendous natural talent and should be a big winner on the mound this year. Catcher - Jeanne Bonica (Class II) This girl is a natural. She has all the instincts of Carlton Fisk and is a line-drive hitter. Catcher will not be a weak spot for this team. First Base - Denise Dorgan (Class II)

TENNIS ANYONE?

by Mike Class

With the arrival of spring, the Boston Latin Tennis Team prepares itself for another great season. The team has a deeper roster than last season and expects to better last year's 8-1 record.

The team consists of three singles players, two doubles teams, and a few reserves. The talent is equally distributed throughout the team, though two players stand out. They are Craig Hardenbergh and Paul Carmichael.

Craig is, perhaps, the

best high school player in the city. He plays with amazing consistency and rarely makes a bad shot. Another advantage of Craig's is his keen sense of competition. Quite obviously, Craig is the first singles player.

Paul is also an extremely good tennis player. His height (he stands 6' 3") and his reach make it nearly impossible to put the ball by him if you can return his rocket serve. Paul is the second singles man.

Coach Slattery is

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ARGO



Vol. IX, No. I

Boston Latin School

June, 1978

"No Decline At B.L.S.," Says Fahey

Recently, the ARGO was granted an interview with Ms. Marion Fahey, superintendant of Boston Public Schools.

The ARGO was interested in getting the superintendant's opinion on the status of our school and other related issues, concerning the student body of the city.

In a recent article in a local newspaper, B.L.S. was said to be declining. After interviewing Ms. Fahey, optimism prevailed.

When asked as to the decline of Latin, Ms. Fahey replied with an emphatic "No!" She said that if anything the school had grown and improved. In her opinion Latin is an outstanding school—

not only in the city and commonwealth, but also in the nation. She added that our school has a place in the history of Boston, now and in the future. The students here are "self-motivated and responsible for their progress." Also, "most college-bound students from Latin are accepted at the school of their first choice."

As for the faculty and administration of our school, Ms. Fahey said she was most impressed with the great leadership of Mr. Contompasis. "The faculty and guidance counselors all do a superb job." In addition to the faculty, she said, "I am very impressed and touched by the active participation of the

parents in the school's affairs."

The ARGO also wanted her opinion on the effects of busing. She said that even though busing was a controversial issue, "It is a resource to our school system."

The final topic of our interview was that of Ms. Fahey's re-appointment as superintendant. She said that she was definitely seeking the re-appointment. Her chief reason was because she felt that in one term, she could not accomplish all that she would like to. When asked what the role of the superintendant was, she answered, "To improve the quality of education for the students that I serve." If re-appointed, Ms. Fahey plans to achieve and main-



tain the stability and continuity that the school system needs.

As a closing note, the ARGO would like to thank Ms. Fahey and her staff for their friendliness and cooperation.

Summer '78: What's Up?

In a matter of days, it will be time to pack the books, clear the lockers, part from friends, and kiss the miseries of another school year good-bye. Do you have any plans for the approaching, idyllic days? Obviously, you would not want to spend your vacation unhappily or senselessly, would you? It is true that some students do not know how to spend their free time wisely. Yet, as intelligent and maturing youngsters, we should take charge of our summer programs.

By taking advantage of the vacation, students could achieve great accomplishments. They could range from getting together with an old friend to improving your backhand. Each individual should choose his or her own interests and a well laid-out program would be helpful. To help you get started, here are some suggestions from members of the faculty:

Mr. Contompasis feels that students, who are not obliged to a job, should spend as much time as possible enjoying themselves. He also suggests that they do a certain amount of reading daily. He pointed out that reading can increase a student's verbal knowledge, which is very important for the SAT exam. For those who are planning to attend college, the headmaster suggests that they get involved in community programs, volunteer activities and clubs, which would be helpful on their college application forms.

Mr. Stacy Johnson thinks that a job guards a student from restlessness. "An ideal job should not only be interesting, but should also offer a reasonable amount of free time." He suggests that the students be objective and work towards their goals.

Mr. Hartel's tip to students is to travel. He explained that traveling can increase one's fluency in a foreign language. Herr Hartel also recommended clubs, sports and hobbies for recreation. In conclusion, he said, "A youngster should never feel that there is nothing to do."

"Reading is an excellent pastime during the vacation," suggests Mr. Salterio. He believes in a well planned schedule, which would include both a time for work and a time for fun. He urges students to relax and enjoy their vacation, but also to keep in touch with literature and music.

Now that you are set to go into the wonderful days of the summer vacation, have you made a few plans? Hopefully, you will not come out empty-handed.

SEE YOU NEXT YEAR AND HAVE A DYNAMITE SUMMER!!!!

STUDENT GOVERNMENT

Last fall, as you may well remember, a referendum was held concerning the form of student government. The result of this referendum was the establishment of OPEN GOVERNMENT. Ideally, such a vote indicates a desire on the part of the student body to participate, however, this has not been the case. Of the meetings held during the past year, less than 1% of the total student body attended.

The lack of organization was a big problem, best shown by the Racial-Ethnic Student Council (RESC). The RESC selected officers on the basis of who cared enough to go to the irregular meetings. It did have one member become a member of the Community District Advisory Committee for District IX (CDAC-IX), (i.e. yours truly). It did try, and still is trying, to form a big buddy group, but for the most part it did very little work.

The Emergency School Aid Act-Student Advisory Committee did a little better. With the desire to accomplish something, the ESAA-SAC

quickly elected officers and sent three members to the city-wide Advisory Committee. It was because of a snafu downtown that Ms. Fraizier, the tutorial program co-ordinator, was not hired until half year through the year, too late for real progress to be made.

Now that you have been thoroughly alarmed (or bored, as the case may be), I will propose some very feasible solutions:

- 1) Adopt a "semi-open" form of government. This would be done by electing representatives on the basis of class or homeroom, while allowing those persons, who wish to be involved with the student government, the opportunity to do so.
- 2) Elect officers from within the council, which would allow the best qualified persons, rather than the most popular, to become officers.
- 3) Elect sub-committee officers for the following year, each spring. This will prevent confusion about

who has what power on what committee. Thus allowing the sub-committee to mobilize quickly.

- 4) Orientation of all members of the various committees. This seminar will allow new members to discover the direction and purpose of each committee.
- 5) Mandatory periodical progress reports. These reports will force the leaders of the sub-committees to be responsible for their committees.
- 6) Revision of the student council constitution. The present constitution is outdated, ineffective, and needs revision.

This coming year is crucial to the reputation of the student government. Failure to become effective will result in the loss of our most potential voice in educational matters. Should this happen, we would be totally at the mercy of the school system. Reputation is not enough for our school, we must be the best in everything!

ARE SIXIE AND FIVESIE YEARS WHAT THEY USED TO BE?

For some of us here, at Boston Latin, looking back at our "sixie" year is frightening. When I first entered Latin, in September of 1974, I was petrified, lost and confused. In order to see how things have changed in the past three years, I asked a girl from Class VI (she wishes to remain anonymous, so I will refer to her as Jane) to help me out.

Remembering that within my first few months at Latin, I was "ssssed" no less than a thousand times, I asked Jane if she had been "ssssed" at and if she minded it. She told me that several times she had been "ssssed" and that it made her very angry. Unlike me, Jane, in her first year here, does not fear her upperclassmen. As for the teachers she opinions, "Most are nice, although some are not."

Another topic that I wanted to cover was the effects of the jump from "sixie" to "fivesie." Thus, I interviewed Stephen Hart of Class V, and asked him if he had felt any changes from the year before. "Yes," he said, "It seems school has become much harder." Then I asked him if he felt more secure now that his first year was over and his second was almost, too. To my surprise, he answered, "No, in this school you can feel secure until you have graduated."

Paul Rooney, also from Class V, that the school has improved a great deal in the last year. When I asked Paul why he came to this school, he said, "Because I felt I could get a better education here."

It seems to me that both, Stephen and Paul, feel differently than I once did. Maybe I had a great more fear in me than they do now. I wonder if it is the times that are changing or is it just the people?

Senior Sayonara

He walked into the room with ten minutes left in the period. The students, who are seated and in the process of reading the adventures of Aeneas, welcome the intruder. They all stare enviously at this intruder, who looks as though he had either just had an experience with the infamous Colombian Hibiscus Plant or had just returned from a thirst-quenching trip to the cool and refreshing mountains of BUSCH!

Yet, he was neither. His face had a smile permeating from ear to ear. Who was he and what was the cause of his high spirits? He was, in fact, a Boston Latin School senior, on the Ides of May, orange card in hand, about to officially end his high school education.

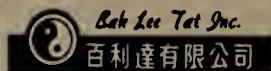
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Senior President - Elect

Junior Sean Darragh was recently elected president of next year's senior class. Extremely eager to start working on his new position, Sean will serve mostly as a liaison between the students and Mr. Contompasis. His main goal is to get as much done for the senior class, as possible, and at the same time please them. Obviously, that is a very hard task. Sean's ideas, although not fully developed as of yet, seem quite promising. One of Sean's proposals is to re-open the Flexible Campus Program, which would greatly please the seniors. He also proposes to have room set aside for the Senior Lounge, so as not to disturb the work going on in the cafeteria; and also plans to have the lavs, locker rooms and showers restored.



For his future education, Sean plans to attend one of the service academies. He would like to take advantage of their excellent engineering programs. Already he has the main requirement: a strong leadership quality. Recently, a West Point representative told Sean that 30-40% of the students at the service academies were either president or vice-president of their senior class. With this in mind, Sean was determined to become Class President.

Now that Sean has succeeded in being elected president, let's all wish him the best of luck for a prosperous year.

EXTRA:

Test Shows

B.L.S.'s Supremacy

TEST SCORES SHOW B.L.S.'S SUPREMACY

SUBJECT	NATIONAL AVERAGE	BLS AVERAGE
American History	492	562
Biology	543	595
Chemistry	574	601
English Composition	516	582
English Literature	526	600
French	553	598
Latin	517	595
Math-I	547	575
Math-II	666	684

....AS COMPARED TO SUBURBAN SCHOOLS....

SCHOOL	SIZE OF STUDENT BODY	MEAN VERBAL MATH
Boston College H.S.	1145	505 517
Brookline H.S.	2048	441 485
Lexington H.S.	2250	493 530
Lincoln-		
Sudbury R.H.S.	1920	472 510
Newton North H.S.	2885	455 486
Wellesley H.S.	1450	480 520
BOSTON LATIN H.S.	1976	519 550

These scores prove that WE DO SIGNIFICANTLY BETTER THAN THE SUBURBAN HIGH SCHOOLS!!!!

SPECIAL THANKS

The ARGO wishes to extend their most sincere appreciation to the faculty, for their generous contributions to the ARGO. If not for their financial assistance, this publication would not be possible.

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HARVARD'S 327th



Guest Speaker

Harvard University, our country's first university, recently held its 327th commencement exercises.

Some 5000 candidates, including 1500 seniors, were given degrees in fields ranging from Theology, Architecture, and Forestral Science to Medicine and Law.

But the highlight of the commencement was the presence of Russian author Alexander I. Solzhenitsyn. It was the first major public appearance for the Russian dissident, since he came to the United States in 1976. The 1970 Nobel Prize winner for literature, who received an honorary degree, was given a lengthy standing ovation.

Among the other dignitaries there, who received honorary degrees, were: short story writer John Cheever, former Israeli president Ephraim Katzir, and Botswana president Seretse Khama.

Long Day For . . .

At the recent Harvard Commencement Exercises, the ushers which Latin provided had a hard time in controlling the unruly crowd. The ushers were shown no respect by the guests and spectators.

Also, Harvard failed to brief the ushers as to the various seating assignments, the location of the restrooms, and where spectators could stand to take pictures. This resulted in the ushers getting asked questions which they were not able to answer.

The poor ushers had to tolerate the crowds of people who did not have seats, on account of Harvard's disorganization. Harvard also failed to provide workers to dry up the seats, which had been left out in the rain the previous night. Thus the ushers, who were all well dressed, had to dry the almost 15,000 seats. In years to come, Harvard should be more organized in their seating arrangements; and more considerate with their ushers!

To Live Is To Act

STOP! Take a look around the building. Did you notice the state of the pipes? If you did, you might have noticed that the covering on the pipes is torn and a white chalky substance is visible. This chalky substance is called asbestos.

Asbestos is a carcinogen (cancer-causing agent), which creates a condition in the lungs called Fibrosis. Fibrosis, a scarring of the lungs, is an irreversible pre-cancerous condition. This disease has been known to appear in people twenty to twenty-five years after they were in contact with asbestos. Lung cancer has resulted in up to 50% of these people. Now that you are aware of these facts, you can work in resolving the problem with the pipes.

Mr. Steven Cohen, a physical education instructor at our school, is concerned about the asbestos problem and contacted Mr. Contompais about this health hazard. Mr. Contompais has worked steadily to unravel the dilemma by placing requisitions to Anthony Galeota, the chief of Planning and Engineering for the Boston School System. As a result of Mr. Contompais' efforts and persistency, inspectors came to the school and

looked at the pipes. From there, they proceeded in getting contractors to work on the pipes, but only on pipes that were within six feet of the floor.

Since the contractors were not able to make all the necessary repairs on the pipes, Mr. Cohen took matters in his own hands, by taping some of the pipes around the school.

Most of the repairs made by the contractors were done from the first floor up, but the main concern was the basement. The gymnasium, boy's locker room, and the cafeteria are the most noticeable places. One must realize that by breathing asbestos particles all day and possibly digesting it in your food, one is detrimenting his or her health, and life.

STUDENTS: Are you concerned about your health?
FACULTY: What about you?
PARENTS: Do you care about your child's health?...If so, bring this matter up at the next Home and School Association meeting!

It's up to you, yourselves, to take the action needed, because in the long run, it's your involvement that makes the difference.

THIS PUBLICATION WOULD HAVE BEEN AVAILABLE SOONER, IF IT WERE NOT FOR THE MISCHIEVOUSNESS OF JUNIOR JAY BROLIN!!!

WORLD TERRORISM: ALDO MORO'S DEATH

After 54 days of torturing and anguish, they ended his ordeal on May 9th. The frustrated police found the body of the former Italian premier in a car in the heart of Rome with 13 bullet openings. No doubt, the Red Brigades had ended Aldo Moro's agony and power. Yet, the virtues of this remarkable man live on.

After having killed his five body guards, the terrorists kidnapped the Christian Democrat Leader. Ever since that day, the Italian government

tried to locate Moro, while on the other hand, demanding his release. Many of Moro's admirers were not optimistic about his return; for they knew well who these infamous Brigades were. It was a very delicate matter: by freeing the political prisoners, which was the demand of the terrorists, the government would only show intimidation towards them and encourage more kidnappings in the future. Unwillingly, the Italian government held firmly to

its decision; neglecting Moro's cries for help and his family's accusations. Many political leaders, including Pope Paul VI, who offered to take Moro's place, begged for his release. Yet, their sincerities did not soften the terrorists' hearts of steel.

Although we have lost a great leader; Moro's death will encourage most governments to unite in opposing terrorism. People are 'declaring war' on terrorism, on account

of this and other barbarous acts. Nevertheless, instead of being discouraged by the terrorists' villainous acts, we should charge them with a glorious battle. Renato Curcio, founder of the Red Brigades, said, "Killing is an act of revolutionary justice," which, in his opinion is "the highest act of humanity in a society divided by classes." We could only bless these miserable fools and zealots when they face justice one day.

You Light Up My Life

Every now and then, a song comes along which is extremely popular. But at the same time, it gets on your nerves. When it first comes out you may love it, but after hearing every singer on the face of this earth sing it; and hearing it on the radio hour after hour, for months, you can get pretty sick of it. Immediately, three songs come to mind: Feelings, Love Will Keep Us Together, and of course, YOU LIGHT UP MY LIFE. I have almost grown accustomed to the first two, but the last one still gets to me, so this is my way of getting back at it:

SO MANY NIGHTS, I'D SIT BY MY WINDOW
Can't get a date?

WAITING FOR SOMONE
Who isn't?

TO SING ME HIS SONG
Who are you waiting for, Frank Sinatra?

SO MANY DREAMS
Nightmares?

I'VE KEPT DEEP INSIDE ME
Maybe it is an ulcer!

ALONE IN THE DARK
Have you tried flicking your Bic?

BUT NOW YOU'VE COME ALONG
The Edison repairman?

YOU LIGHT UP MY LIFE
He turns you on?

YOU GIVE ME HOPE
There's always hope, even for you!

TO CARRY ON
Carry on what?

YOU LIGHT UP MY DAYS
not again!

AND FILL MY NIGHTS WITH SONG
I won't tell if you don't tell

LONELY AT SEA
who wrote this song, the Navy?

ADRIFT ON THE WATER
have you tried a boat?

COULD IT BE I'M FINALLY HEADING FOR HOME?
only if you promise not to put the cat in the washing machine again!

FINALLY A CHANCE
go to jail, directly to jail, do not pass GO, do not collect \$200!

TO SAY HEY, I LOVE YOU!
you love hey? what are you part horse?

NEVER AGAIN TO BE ALL ALONE
that could create problems

YOU LIGHT UP MY LIFE.....

ANS: BROWNIES-CAKE-CANDY-CHOCOLATE-COOKIES-CORNCHIPS-DONUTS
FRAPPES-FRENCH FRIES-FUDGE-HAMBURGERS-HOT DOGS-ICE CREAM
MARSHMALLOWS-MILKSHAKES-PAstry-PEANUTS-PIE-PIZZA-POPCORN
POTATO CHIPS-PRETZELS-SHERBET-SUNDAES-YOGURT

Teenage Pregnancy

The teenage pregnancy problem exists, and it can no longer be ignored. One million teens became pregnant last year in the United States; while here in Massachusetts, alone, the figure was 6,000. 30% of the pregnant teens had abortions, 60% carried to full term, and 10% miscarried.

Only 20% of sexually active teens use contraception, and 20% of last year's births were to teenagers. Most pregnancy cases can be attributed to the non or sporadic use of contraceptives. Teen sexual activity is on the upswing-nearly 30% teenage women, who have had pre-marital intercourse, become pregnant, according to a 1971 nation-wide study.

Researchers have found no evidence that the availability of abortion would weaken the motivation towards the use of contraception. When asked what they thought a young girl should do if she finds herself pregnant by a boy, whom she does not love, only one in five of the sexually experienced teenagers chose the option of ending their pregnancy.

Teenage mothers run a health risk. Their child-bearing mortality rate has declined considerably, but teens are still more likely to encounter complications. The most common are Toxemia, prolonged labor, and iron deficiency anemia. Poor nutrition, inadequate parental care and physical immaturity contribute to the risk.

Early marriage, as a result of pre-marital pregnancy, is fairly common. However, studies show that nearly half of all teenage marriages, resulting from pregnancy, or three times more likely to end in a divorce or separation.

Teenage couples, who marry as a result of pregnancy, are economically disadvantaged in terms of occupation, income and assets. Many pregnant teenagers drop out of school. Their lack of education limits employment opportunities and income potential.

Until recent years, teenagers had a difficult time in obtaining contraceptive services, unless they were married or had an out-of-wedlock child. Today, unmarried teens are legally entitled to contraceptive services on their own consent. Despite the more liberal laws, unmarried teens in many communities still have trouble in locating contraceptive services.

In the past teenagers were pressured into getting married or secretly having their baby and giving them up for adoption.

Ironically, moral codes preaching against pre-marital sex have not kept teenagers celibate, but rather contributed to the infrequent use of contraception. One of Latin's students reasoned this way: "Kids are made to feel guilty. But by not using birth control, they are only denying the fact that they have had sex."

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There are 25 kinds of delicious foods in this word search. Can you find your favorite snack? -The answers appear somewhere else in this publication-



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Attention Argo Readers

If at any time you would like to express your opinion on an article or would like to contribute one, please submit it to Mr. Winchester in room 225.

Due to the lack in space, I can not assure that every article would be published.
THANK YOU

Food For Thought

Lately, there has been much controversy over marijuana, one of the oldest and most widely used mind-altering drugs. According to a United Nation's estimate in 1974, there were two hundred million users throughout the world. This number has increased and will continue to do so, on account of the wide-spread popularity of the drug. This is why it is very important for information, about the drug, to be available to the public. Once the information is available, steps towards a new insight on the legalization of marijuana should be taken.

In order to form an opinion, these facts should be understood. First, current research in this country has failed to find any long-term effects from marijuana. An exception, however, is a high incidence of bronchitis (chronic or acute inflammation of the mucous membrane of the bronchial tubes) in heavy users of marijuana. But, one must also realize that heavy users of tobacco cigarettes, which are legal, contract bronchitis. Second, marijuana is definitely non-addictive, where as alcohol, a legal drug, is addictive. Third, marijuana has been known to produce psychological dependency, but as with alcohol and tobacco, this dependency relies on the individual user. Fourth, marijuana does not lead to criminal behavior as was formerly thought. This misconception probably resulted from the fact that in earlier years, marijuana use was greater among groups who committed a higher-than-average number of petty crimes, where as marijuana use now is prevalent in all classes of people. And last, marijuana is not beneficial. "If marijuana is not beneficial," you might ask, "then why do people use it?" The reason for using it is the same as for using alcohol. Marijuana provides a means of relaxation from tension and anxiety, and a mild change in consciousness, which users find pleasurable.

Personally, I feel marijuana should be legalized. It is less harmful than alcohol, which is the number one drug abused in the United States. Possibly, by marijuana's legalization, there would be a decrease in alcoholism, on account that more people would be using marijuana, which as I stated before, is less harmful. I also feel that if marijuana were legalized, money, previously in the hands of dealers, would go to the U.S. government in the form of tax revenue.

What the whole issue comes right down to is personal decision. If marijuana were legalized, once people knew the facts, they would be able to make their own choice: whether it be to use marijuana or not.

Rebuttal: Racism

I feel that in any situation, there are two sides to each story. In articles from previous ARGOS, the integration results, which affect B.L.S., were definitely one-sided. Not only did the articles fail to represent the minorities point of view, but they have also spread a misconception among students.

The intergrating of Boston schools was done to insure an equal education to every pupil, regardless of race, sex, or creed. If minorities do not seem to be keeping up with the standards of B.L.S., then that means, without a doubt, that the quality of education given to the minorities, before desegregation, was very inadequate.

I also think that some minorities at Latin should be given some credit, because they have fought through the color and language barriers. In years previous to court-ordered desegregation, a good percentage of the minorities were accepted to some of the most prestigious colleges in the country, such as: Harvard, Yale, and M.I.T., to name a few.

Minority teachers and students, in my opinion, have not changed the standards at Latin.



by Eve Annenberg
I was not really sure that I wanted to see Saturday Night Fever, starring John Travolta. It and I, however, are products of the '70s. I felt an obligation to check on the alleged leisure occupation of a sizeable portion of my generation.

The movie is about the once-a-week outburst of materialistic Italian youths from a New York City neighborhood—a ghetto on all counts. If it is designed to ex-

plain the disco set from the Geritcl set, it will fail. In order to do that, it would have to go into a deeper psycho-analytic study to explain the kid's life-style. In Saturday Night Fever, one is given a graphic new view to an old social custom: the once-a-week dance. The movie seems as though it is meant to lecture the young and ignorant, for instance: the idiocy of racial prejudice is illustrated in one episode, the Italian gang

makes an uncalled for retribute raid on a Puerto Rican gang). The tragedies, borne by parties involved in pre-marital sex with the results forcing hard decisions on religiously raised youths, are played out. Women 'lib' is forcefully dealt with clashes between the star and his leading lady. It gets pretty ridiculous. The viewer is tempted. The viewer is tempted to put in a plea for only one moral at a time. The acting is good.

The dancing is rigidly stylized, but done with spirit. Perhaps, the incongruity is intentional. It tells us that everyone wants to break free, but that there is no real place to go. The highlight is definitely the score—a concoction of disco classics and new creations by the versatile Bee Gees. The rhythm is unbroken. The romantic songs have a fast beat and seem to end too quickly. They come and they go as quickly as the Saturday nights themselves.

SPORTS

Baseball *City Champs*

LATIN WINS FOURTH STRAIGHT CROWN

Behind the excellent first time pitching of senior Steve Slade, the Wolfpack baseball team closed the first half of the '78 campaign by defeating Brighton 12-7.

The second half opened where the first had left off with a 17-5 thrashing of Hyde Park. The offense was led by homers from junior Bob Bickford and senior Steve Allegro. Latin's next opponent was sixth place Southie. Latin was barely able to escape with a 6-5 win. The bats once again resounded against Madison Park. The Purple Machine collected 19 hits, good for 16 runs and the win, while sophomore sensation Bill O'Leary pitched a shutout.

On Saturday May 20th, Latin played its first regular season double-header in two years. In this first game of the twin bill, Latin coasted to a 5-1 victory over Dorchester High, junior Bill Collins picking up the win. The second game vs. B.C. High was a well fought battle, neither team really dominated the game. Unfortunately, Latin was edged 7-6.

The last two games were relatively easy. Latin beat West Roxbury 8-3 and beat English High 7-3.

In the two games that would decide the city championship, Latin's mettle was put to the test. Yet, our team prevailed with a 4-2 victory over third place Tech and a 7-6 win over second place Brighton.

THUS LATIN IS THE CITY CHAMP!!!!



Thank You Coach

Thank-you Coach Coleman, for an excellent job in leading our team to a successful year. Also, congratulations to Steve Slade on his selection to All-Scholastic Baseball Team.

Sincerely,
 Steve "Porky" Allegro
 Terry "Bulge" Mulvey
 Jeff "Spud" Peters
 Mike "Nigel" Galvin
 Tim "Herman" Whall
 Mike "Coughdrop" Koffman
 Bill "Biff" O'Leary
 AND THE REST OF THE GANG



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Race For The Cup . . .

STANLEY CUP WRAP UP

In this year's Stanley Cup Playoffs, all the favorites made it past the first round with one surprise. The second round consisted of games between the Boston Bruins and the Chicago Blackhawks; the Philadelphia Flyers vs. the Buffalo Sabres; the Montreal Canadians vs. the Detroit Red Wings, yes, the Detroit Red Wings; and the New York Islanders vs. the Toronto Maple Leafs. Of all the matches, the New York-Toronto game was the hardest fought. Their series was filled with hard checking and innumerable fights. Although, the Islanders were expected to win—Toronto outlasted them, thus moving into the semi-finals vs. the Canadians, who beat Detroit 4 out of 5 games. The Canadians kept on rolling by beating the Maple Leafs in four straight games. In the mean time, Boston, who easily beat Chicago, beat the tough Philadelphia Flyers four games to one. Thus the Cup would go to the winner of the Montreal-Boston series. The Bruins who were not expected to last five games, surprised everyone, including the Canadians. The Canadians won the first game with ease, and it looked as if the match would last only four games. Yet, the second game was different, the Bruins forced the Canadians into a overtime period. Unfortunately, in the overtime period Gerry Cheevers mis-played a shot by Guy LaFleur. It was off to Boston with the Canadians leading the series 2-0 in games.

In Boston, after a well-deserved standing ovation, the Bruins exploded with a goal by Gary Doak, less than two minutes into the game. By the time the third period ended, the Bruins were victorious by a score of 4-0. The next game was a battle. The Bruins again took the lead early—Greg Sheppard scoring with less than one minute underway. The checking was strong and you could feel a fight in the air. Then it happened: Stan Jonathan and Pierre Bouchard confronted. Jonathan giving away 6" and 30 lbs. to Bouchard, but that did not intimidate Stan. Jonathan beat "the heck" out of Bouchard. After the fights had been settled, the game continued. The game ended in a tie, but an overtime Bobby Schmautz goal gave the Bruins a necessary victory. It was then back to Montreal, the series tied at 2 games each. In this game the referee, definitely, handed the game to Montreal. The Bruins received many penalties, which were not committed. Thus the Canadians were handed three power play goals. Montreal won 4-1 in a farce of a game.

In the sixth game, in Boston, the Bruins got the quick lead again, but by the end of the 2nd period the Canadians led 4-1 and that is how the game, series and playoffs ended.

To the players, Coach Cherry, and the management: CONGRATULATIONS on an outstanding season and excellent playoff action.



PETE SPUD, HANNA WILL THAT
ED WITH THE CANADIAN

TENNIS

The BLS Tennis Team is enjoying another fine season under the supervision of Coach Slattery. The team, led by seniors Paul Carmichael, Steven Chin, Craig Hardenbergh, Mike O'Neill and Kai Yuen, has an 11-1 record with the only loss coming at the hands of West Roxbury.

An integral part of this year's team has been the steady play of juniors John Bradley, Henry Hryniewicz, Frank Kass-Elias, and sophomore Howard Magier. The female members, Michele Dold, Karen Lenz, and Leslie Shupe, have dominated the City League. They helped to pull out two victories against East Boston. Latin's team, which is now leading the City League, is a sure bet to win the City Championship. With a fine crop of juniors, next year's team should enjoy another prosperous season, and hopefully another City Championship.



"We lost, Charlie, because you weren't concentrating!"

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